DOCUMENT RESUME

ED 134 287 95 JC 770 127

AUTHOR Sharon, Douglas; Maksik, Jon
TITLE UCLA Latin American Center Enrichment Program in Latin American Studies for Community College Instructors. Project Mexico--Final Report.
INSTITUTION California Univ., Los Angeles. Latin American Center.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE [Feb 77]
NOTE 37p.; For teaching modules developed during the project see JC 770 128-140

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Community Colleges; Course Content; *Curriculum Development; Curriculum Guides; *Junior Colleges; *Latin American Culture; Learning Modules; *Mexican American History; Mexican Americans; Teacher Developed Materials
IDENTIFIERS *Chicano Studies; *Mexico

ABSTRACT

The objectives of Project Mexico were to train a group of 15 community college instructors from Southern California in an interdisciplinary approach--integrating ideological, technological, and societal perspectives--to the study of Mexican culture, to produce new curriculum materials for use in community college classroom instruction, and to develop a model for the study of other Latin American countries. After initial orientation and background reading, project participants spent six weeks of intensive study and travel in Mexico, focused on development of individual curriculum projects. The project resulted in nine teaching modules dealing with Mexican history and culture and four teaching modules dealing specifically with Chicano Studies, two of which are addressed to the important issue of helping Chicano students adapt to a college environment. Logistics, rationale, summative and formative evaluations of the project are presented in this report. Appended are a statement on coordination and dissemination of the results of Project Mexico by Carol Starcevic of the UCLA Latin American Center, and a theoretical model for curriculum development based on an interdisciplinary approach to Latin American studies by Allyn Sinderbrand. (JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED134287

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

UCLA LATIN AMERICAN CENTER
ENRICHMENT PROGRAM IN LATIN AMERICAN STUDIES
FOR COMMUNITY COLLEGE INSTRUCTORS

Project Mexico -- Final Report

Douglas Sharon, Ph.D.
Project Coordinator

Jon Maksik, Ph.D.
Curriculum Development Specialist

Funded by a grant from the U.S. Office of Education

Fulbright-Hayes Training Grants--Group Projects Abroad (13.446)

JC 770 127

UCLA LATIN AMERICAN CENTER
ENRICHMENT PROGRAM IN LATIN AMERICAN STUDIES
FOR COMMUNITY COLLEGE INSTRUCTORS

Project Mexico -- Final Report

Objectives

As stated in the original program narrative, three objectives were set for the UCLA Latin American Center's Project Mexico:

1. To train a group of community college instructors from Southern California in an interdisciplinary approach to the study of Mexican culture.

2. To produce new curriculum materials for use in classroom instruction.

3. To develop a systematic model for the study of other Latin American countries.

The above goals implied another objective which became more explicit as the project progressed:

4. To coordinate and disseminate a "cultural package" of teaching modules dealing with Mexico.

Project Mexico was planned as an integral part of the Center's ongoing community outreach program. It was felt that in-country teacher training would complement our current work in curriculum development and bilingual/bicultural education. The guiding principle underlying the project was to provide each participant with direct personal experience of Mexican culture. As a result, in organizing activities abroad emphasis was placed upon living with Mexican families, educational tours, and individual projects. Our major concern in the classroom was to expose participating instructors to the Mexican point of view. Intensive academic activity was reserved for workshops at UCLA after participants had an opportunity to pursue additional reading and assimilate the learning experience as a whole.

Rationale

The following results, as projected in our original proposal, are currently being realized:

1. To intensify the Mexican and Latin American area content of various subjects taught at the community college level.

2. To provide Mexican-Americans with a greater knowledge and understanding of their cultural heritage as a foundation for a clearer perception of their role in American society.

3. To improve the Euro-American's understanding of the richness and diversity of the Mexican and Latin American cultural experience as a way of overcoming ethnocentric stereotypes that often result from lack of information.

4. To contribute to greater intercultural understanding between Americans of different cultural backgrounds.

5. To provide educational input at the community college level in Southern California and eventually the entire state as well as other states that border on Mexico.

As the major Latin American studies resource in Southern California, our Center is dedicated to community service that reaches beyond the confines of the UCLA campus. The successful completion of Project Mexico represents the first step in a new direction, one which is helping us to expand our commitments and utilize our resources and experience in teaching and research.

Approach

The conceptual orientation underlying Project Mexico was derived from an approach utilized in the Latin American Studies Program at UCLA. Our multi-disciplinary focus involves students in the study of peoples of Latin America through an integrative ideological, technological, and societal perspective. The primary objective is to foster the development of analytical skills consistent with the humanistic and social sciences traditions of inquiry.

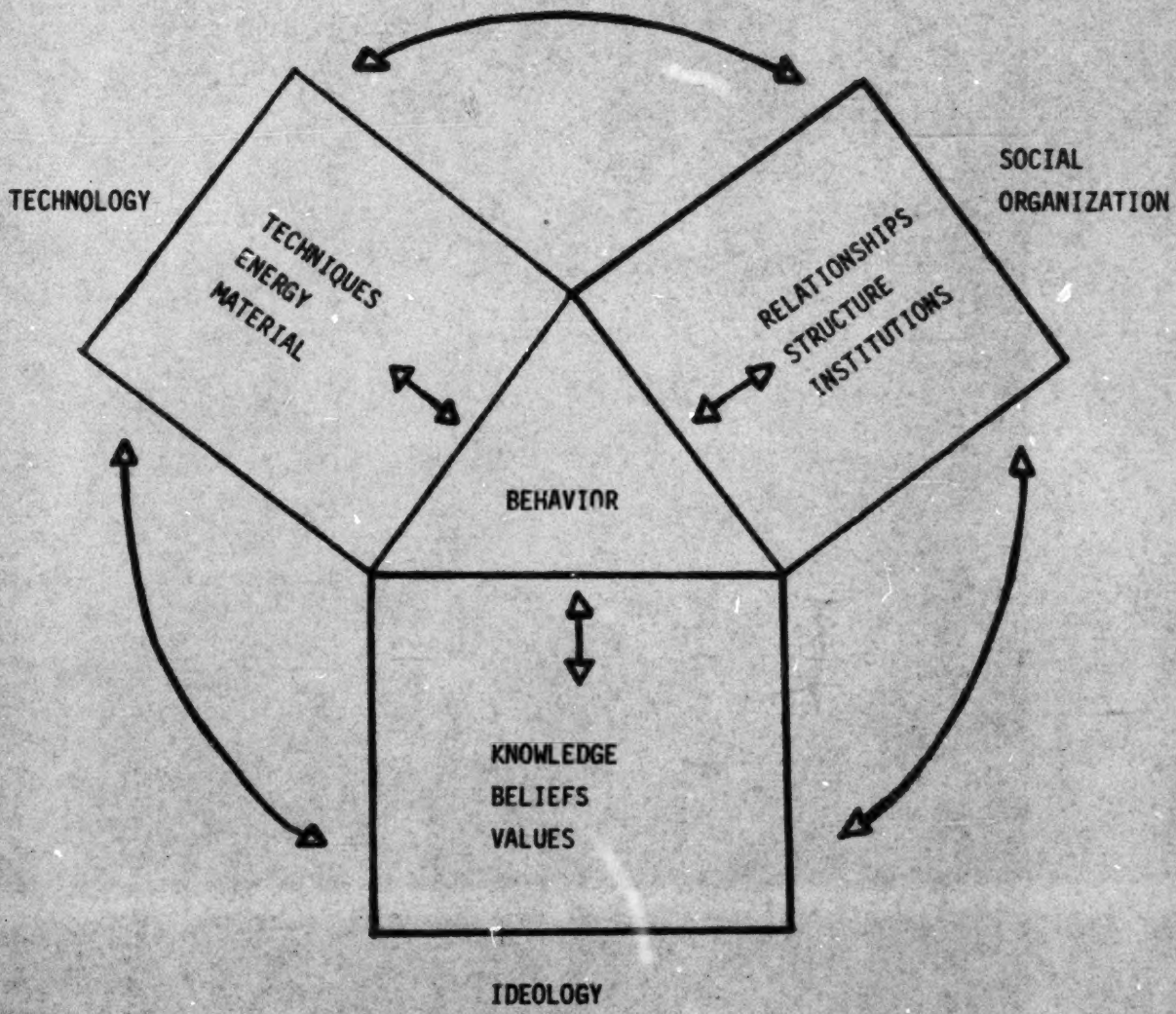
According to this conceptual orientation, culture, or behavior, is viewed as the manifestation of three interacting components: ideology, which includes man's knowledge, beliefs, and values; technology, which refers to the techniques, energy, and materials utilized by man in his environment; and social organization, which describes the relationships, structures, and institutions by which man orders his interaction with other men. The three components are seen as interdependent, with each affecting and being affected by the others. This sociocultural framework is shown in Figure 1.

As an analytic tool, our conceptual orientation serves as an innovative and meaningful framework for exploring human diversity and complexity in the context of Latin American societies. It also encourages an appreciation of the universality of human problems. Using this framework, it is possible to introduce students (and teachers) to a variety of perspectives concerning the cultures of Latin America.

In addition to the above theoretical orientation Center coordinators had definite criteria for the selection of participating instructors. These included: intellectual ability, motivation, cross-cultural manners, communication skills, and capacity to innovate. In spring 1976 invitations and information were sent out to member colleges of the League for Innovation in the Community College. Interviews were held at UCLA in May.

Once selected, participants enrolled in the first phase of the project:

SOCIO-CULTURAL FRAMEWORK FOR THE
STUDY OF CULTURAL DIVERSITY
IN LATIN AMERICA



two Saturdays (June 5 and 12) of orientation conducted for credit (2 units, professional series) under the auspices of UCLA Extension. The program was as follows:

Anthropology X455: Mexican Culture Society

	June 5	June 12
9-10:30	Socio-Cultural Framework for the Teaching of Latin American Studies--Dr. Johannes Wilbert, Director, UCLA Latin American Center	An Overview of Mexican History (Conquest to Revolution)--Mr. Ramon Penichet, Claremont University Center, Chicano Studies Center
10:30-12	The Geography and Ecology of Mexico--Dr. Henry Bruman, UCLA	Economic Change in Mexico Since 1940--Dr. Phillip Koldewyn, Claremont Men's College
1-2:30	The Folk Art of Modern Mexico--Mr. Raul Lopez, UCLA	The Pre-Columbian Civilizations of Western Meso-America (Nahuatl Sphere)--Dr. Henry B. Nicholson, UCLA
2:30-4	Oaxaca Folklore--Dr. Fadwa El Guindi, UCLA	Oaxaca: Peasant Socio-Economic Networks--Dr. Clyde M. Wood, UCLA
4-5	Travel hints, logistics, discussion	Travel hints, logistics, discussion

The following was assigned as general background reading:

Bibliography

Alba, Victor
1973 A Concise History of Mexico. London: Cassell.

León-Portilla, Miguel
1970 Aztec Thought and Culture. Norman: University of Oklahoma Press.

Needler, Martin C.
1971 Politics and Society in Mexico. Albuquerque: University of New Mexico Press.

Nicholson, Irene
1967 Mexican and Central American Mythology. London: Hamlyn

Padgett, Leon Vincent
1966 The Mexican Political System. Boston: Houghton Mifflin.

Simpson, Lesley Byrd
1971 Many Mexicos. Berkeley: U.C. Press

Vogt, Evon Z.
1970 The Zinacantecos of Mexico. N.Y.: Holt, Rinehart, and Winston.

Wolf, Eric R.
1966 Sons of the Shaking Earth. Chicago: University of Chicago Press.

Womack, John
1969 Zapata and the Mexican Revolution. New York: Knopf.

After the orientation, participating faculty enrolled in UCLA Summer Session (S250A, S250B, Seminar in Latin American Studies, 8 units of graduate credit) for the second phase of the project which consisted of six weeks (June 27-August 8) of instruction and living experience in Mexico. Originally we planned to use Mexico City as our center of operations for five weeks while affiliated with the Universidad Nacional Autonoma de Mexico and the Universidad de las Americas of Puebla. The sixth week was to be spent on a field trip to Oaxaca. However, the Universidad de las Americas was on strike throughout the spring and summer, and our contact at UNAM, the dean of the overseas program, had been promoted to a different position by the time our project was funded. These changes made it impossible to organize a flexible program of studies tailored to the professional needs of our participating instructors. It became necessary to reorganize the in-country curriculum.

Fortunately for us, the overseas program officer for the University of California, Dr. Julian Palley, put us in touch with Cemanahuac, a Cuernavaca bicultural institution ranked among the five best schools for foreign students in Mexico. Cemanahuac put together an educational package including instruction, tours, and living accommodations. The schedule started with three weeks in Cuernavaca, continued for two weeks in Mexico City, and concluded with one week in Oaxaca:

Cuernavaca June 28-July 4

Courses: Orientation to Mexican History; History of Morelos--
Mr. Francisco Guerrero

Mexican Literature; Women in Mexico--Ms. Margarita Ortega

Monday June 28

Class: 9-10:30 11-12:30 3-4:30

Tuesday June 29

All-day tour: Cuernavaca City; Ruins, Zócalo, Palace, Church,
Borda Gardens, Museum

Wednesday June 30

Class: 9-10:30 11-12:30

Curriculum Meeting: 12:30-2:00

Group Project Meeting: 4:00 (followed by individual project meetings)

Thursday July 1

All-day tour: Three haciendas outside Cuernavaca; Community Project--Colonia Ruben Jaramillo

Friday July 2

Class: 9-10:30 11-12:30

Group Project Meeting: 4-5:30 (including scheduling for next week)

Cuernavaca July 5-July 11

Courses: Twentieth Century Mexican Politics: Agrarian Reform Cooperatives and Peasant Education--Mexican official
Pre-Columbian and Spanish architecture of Morelos--Mr. Valente Quinto

Psychology of the Mexican: Pre-Conquest to Modern--Ms. Sylvia Marcos

Monday July 5

Class: 9-10:30 11-12:30

Group Meeting: 12:30-1:30

Tuesday July 6

All-day tour: Xochicalco ruins; Las Grutas (caves) in Guerrero

Wednesday July 7

Class: 9-10:30 11-12:30

Group Meeting: 12:30-1:30

Tour: Cuernavaca State Prison (optional)

Latin American Music Recital: 7:30

Thursday July 8

All-day tour: Taxco

Friday July 9

Class: 9-10:30 11-12:30

Group Meeting: 12:30-1:30 (including scheduling for next week)

Cuernavaca July 12-July 18

Courses: Pre-Hispanic Cultures of Mexico--Dr. Carmen Cook de Leonard
Mexican Ethnology--Mr. Francisco Guerrero

Monday July 12

Class: 9-10:30 11-12:30

Group Meeting: 12:30

Tuesday July 13

Class: 9-10:30 11-12:30

Wednesday July 14

All-day tour: Tepoztlán, village, market and church; Tepozteco ruins

Thursday July 15

Class: 9-10:30 11-12:30

Group Meeting: 12:30-1:30 (including scheduling for next week)

Friday July 16

All-day tour: Malinalco ruins

Mexico City July 19-July 25

Courses: The Mexican Economy--Mr. Enrique Trevino
Mexican Revolution, Mexican Ethnography and Archeology--
Mr. Francisco Guerrero (at the Museum of Anthropology)

Monday July 19

Class: 9-10:30 11-12:30

Tuesday July 20

All-day tour and lectures: National Museum of Anthropology

Wednesday July 21

Class: 9-11:30

Thursday July 22

All-day tour: Cuicuilco ruins; Champingo University; Tepexpan ruins;
Teotihuacán ruins

Friday July 23

Class: 9-11:00

Group Meeting: 11-12:30

Mexico City July 26-August 1

Courses: Contemporary Mexican Economics--Mr. Enrique Trevino and Mr. Enrique Ruiz (National Polytechnical Institute)
Modern Mexican Art History--Mr. Roberto Berdecio

Monday July 26

Group Meeting: 9-10:30

Individual Project Research: full day

Tuesday July 27

Group Meeting: 9-10:30

Individual Project Research: full day

Slide Show and Lecture--Dr. Scott Robinson: Ethnography 8:00

Wednesday July 28

All-day tours: Cholula ruins: Puebla

Thursday July 29

All-day tour: Tula ruins

Friday July 30

Class: 10-5:00--in Berdecio's studio
6:00-9:00

Oaxaca August 1-August 8

Sunday August 1

Afternoon tours: Tlacolula Sunday Market; Teotitlán del Valle weaving village

Monday August 2

Tours: Tule; Mitla ruins

Tuesday August 3

Morning tours: Monte Alban ruins; Cuilpan Church

Afternoon tours: Dainzu, Lambitieco, Yagul ruins

Wednesday August 4

Morning tours: Etla market

Afternoon tours: Oaxaca Museums

Thursday August 5

Morning tours: Zaachila market and ruins

Group and Individual Project Meetins: 4-7:00

Friday August 6

Morning tours: Ocotlán, Jalieza, Coyotepec markets

Saturday August 7

Morning: Oaxaca market

During selection interviews the UCLA coordinators made a special effort to sound out the motivation and interests of each individual. At the discussion sections of the orientation participants were encouraged to begin thinking about a specific topic to be developed into a teaching module. In Mexico the first group meetings at Cuernavaca were spent discussing potential projects. By the end of the first week instructors were required to put in writing a set of general goals. Upon arrival in Mexico City, at the mid-point of the project, a written "problem definition" was required. Finally, before departure from Oaxaca each person submitted a skeleton outline of his or her proposed teaching unit.

Although the program coordinator, Dr. Sharon, and the curriculum development specialist, Dr. Maksik, were both available for consultation, throughout our stay in Mexico the brunt of the responsibility for a final product was placed squarely on the shoulders of participating faculty. They were treated as practicing professionals who best knew the needs of their respective students and schools. Since initiative was encouraged, weekends and as many afternoons as possible were left open for the pursuit of individual projects. Also supplemental stipends were made available for books and travel not included in the structured program. The rationale for this approach was that it would produce units and courses that could be fitted into ongoing curricula at the home community college campuses thus obviating the need for complicated course approval procedures.

The third phase of Project Mexico consisted of workshops at UCLA. After eight weeks of reading and planning, the group met on Saturday evening,

October 2 at the home of Dr. Wilbert, Director of the UCLA Latin American Center. This reunion allowed everyone to review the events of the summer and see the slides and films that had been developed in the interim. There followed four Saturday workshops (October 9, 16, 23, 30) at which participants were expected to develop the outlines written in Mexico. In order to allow for full participation by each individual, half of the group met for the first two Saturdays with the remaining half meeting on the last two Saturdays. The two halves were grouped according to complementarity of subject matter. Using seminar procedures, oral presentations were given followed by group commentary. Teaching modules were due in November. A final reunion was held at Dr. Wilbert's house on Tuesday, December 28 to allow participants to informally compare notes.

Evaluation

Evaluation of the project was made after each participant took part in the orientation program and again after the completion of a geographical segment of the journey through Mexico. Thus, each member of the group evaluated both the program and his progress through it at the end of experiences in Cuernavaca, Mexico City, and Oaxaca. In addition, each participant made a summative evaluation of the entire project at the end of the full six weeks.

The evaluation procedure was designed to allow members of the group to assess programmatic features of the project as well his or her own fulfillment of individual goals and objectives. Further, the method of evaluation used permits a cumulative analysis of the project. Thus, the rating given after one week in Oaxaca takes into consideration the previous five weeks. The cumulative effect of the evaluation is difficult to quantify and isolate but is evident in the continuum of rising scores.

An important component of the evaluation of Project Mexico will be follow-up analyses based upon instruments mailed to participants approximately one year from now. These will reflect the relationship between the development of curriculum materials derived from participation in the project and their utilization in community college classrooms.

I. Orientation Evaluation

The pre-project orientation evaluation assesses participants' reactions to the format of the program and to the study of particular subject matter areas. Scores reflect a generally high level of satisfaction in both areas although there is some concern regarding the opportunity to interact with lecturers and other members of the group.

A master tally of responses follows.

Part A

1. To what extent did the format of the orientation provide opportunity to ask questions related to the information presented?

a) more than enough	b) enough	c) not enough
3	11	0

2. To what extent did the format of the orientation provide opportunity to ask travel-related questions?

a) more than enough	b) enough	c) not enough
2	9	3

3. To what extent did the format of the orientation provide interaction with group members and coordinators?

a) more than enough	b) enough	c) not enough
2	9	3

4. To what extent did the format of the orientation provide opportunity to digest materials presented?

a) more than enough	b) enough	c) not enough
1	9	4

Part B

1. To what extent did the materials presented increase your confidence in being able to satisfactorily complete the final assignment of the creation of a teaching module?

a) significantly	b) somewhat	c) not at all
8	5	0

2. To what extent did the materials presented increase your confidence in being able to approach the travel experience of living in another culture?

a) significantly	b) somewhat	c) not at all
11	3	0

3. To what extent did the materials presented provide theoretical tools to assimilate and organize anticipated learning experiences in Mexico?

a) significantly	b) somewhat	c) not at all
7	7	0

4. To what extent did the materials presented contribute to a refinement of your concept of Mexican culture?

a) significantly	b) somewhat	c) not at all
13	1	0

5. To what extent did the materials presented increase your understanding of Mexican history?

a) significantly	b) somewhat	c) not at all
14	0	0

6. To what extent did the materials presented increase your understanding of Mexican socio-economic patterns?

a) significantly	b) somewhat	c) not at all
10	4	0

7. To what extent did the materials presented increase your understanding of recent political trends in Mexico?

a) significantly	b) somewhat	c) not at all
3	11	0

8. To what extent did the materials presented provide you with theoretical tools with which to approach the creation of a teaching module which utilizes selected learning experiences in Mexico?

a) significantly	b) somewhat	c) not at all
7	7	0

9. To what extent did the materials presented increase your perception of the relationship of Project Mexico to your own professional work?

a) significantly	b) somewhat	c) not at all
11	3	0

10. To what extent did the materials presented increase your general preparedness to participate in Project Mexico?

a) significantly	b) somewhat	c) not at all.
12	2	0

II. Three Part Program Evaluation

Instruments were administered after each segment of the project in Mexico. Each participant answered sixteen questions after completion of the Cuernavaca, Mexico City, and Oaxaca programs.

Scores indicate a progressive cultural and professional adjustment to the project as well as assessments of individual components of the program. For example, item 2 reveals an initial frustration with course work in Cuernavaca and its application to the participants' professional goals and objectives for the program. As individual goals are refined however, the participant is able to apply instructional and cultural input to his particular needs. By the final evaluation the scores have been raised significantly.

A similar pattern is noted in items 12 and 13. In each case scores indicate some confusion as to the application of theoretical models to individual goals. In both cases participant responses indicate increasing confidence and utilization of theoretical tools as working models. It should be noted however, that operationalization of these models was primarily the responsibility of the UCLA staff. Individual instructors were not expected to internalize all aspects of our theoretical orientation.

Item 10, among others, reveals the exigencies of arranging formal lectures and academic classes in Mexico. In this case an afternoon with a prominent Mexican artist on the final day of the Mexico City segment significantly altered the rating given to the item.

Item 5, considered by the coordinators to be the most important in this portion of the evaluation, provides another example of the cumulative effect of the experiences of the participants. Although a high rating is apparent from the outset, six weeks of travel and work has raised the score significantly.

A master sheet of responses follows. Questions were answered on the basis of a ten point scale with 10 being the highest. Mean scores are given for each item.

	Cuernavaca 1.	Mexico 2.	Oaxaca 3.
How well did the learning experiences directly related to the project apply to your specific problem focus?	5.07	5.50	5.10
How well did the formal course work provided enable you to deal with your specific problem focus?	3.85	4.36	5.60
How well did informal learning experiences (field trips, discussions with instructors and U.C.L.A. staff) enable to deal with your specific problem focus?	6.21	7.16	7.15
To what extent do you feel able to directly utilize what you have learned and experienced in your professional assignment?	6.28	7.73	8.42
To what extent did the learning experiences directly related to the project increase your understanding of Mexican culture?	8.07	8.73	9.64
To what extent were experiences unrelated to the project (those associated with travelling and living in a different culture) significant to you in your professional life?	7.00	7.38	8.07
To what extent did the learning experiences directly related to the project increase your understanding of Mexican history?	7.71	6.96	8.57
To what extent did the learning experiences directly related to the project increase your understanding of Mexican socio-economic patterns?	6.67	7.34	7.32
To what extent did the learning experiences directly related to the project increase your understanding of Mexican political trends?	6.07	6.35	7.07
To what extent did the learning experiences directly related to the project increase your understanding of Mexican art and literature?	3.42	7.64	7.20

	Cuernavaca 1.	Mexico 2.	Oaxaca 3.
. To what extent did the learning experiences directly related to the project increase your ability to perceive Mexico from an anthropological perspective?	6.71	8.03	9.00
. To what extent were you able to utilize the theoretical model for looking at culture in approaching your problem focus for the project?	3.61	5.10	5.58
. To what extent have the theoretical tools related to curriculum development which have been presented been valuable in focusing your research?	4.33	5.30	6.10
. To what extent has consultation with the Curriculum Specialist and Project Coordinator been valuable in helping to focus your research?	5.76	6.54	7.50
. How would you rate the overall effectiveness of the instructors as compared with others you have had?	4.92	6.04	5.45
. How would you rate the overall value of the courses to you as compared with others you have taken?	5.23	5.41	5.81

III. Individual Professional Goals Evaluation

Each participant was asked to state up to five professional objectives and to evaluate the extent of their attainment after each stage of the project. There were two purposes for this: first, to give the members of the group the opportunity to ascertain the extent of their own progress towards their goals and, second, to insure that each member of the group had a clear and precise focus for his efforts. The latter purpose was most necessary considering the amount of experiential and academic material the group was asked to process.

Participant evaluation demonstrates a steadily rising and consistently high level of attainment in this area. Due, however, to the changing nature of the objectives and their refinement in consultation with the coordinators, meaningful scores are not available for this section of the evaluation. The final products, the teaching modules, for which each member of the group was responsible are included in the appendix of this report and testify to the satisfaction of each member's particular goals.

IV. Summative Evaluation

The summative evaluation is in two parts. The first seeks to determine the level of success of structural aspects of the program; the second provides the opportunity for each group member to describe in narrative form his or her reactions to the entire project. (Part of the instrument which will be used for a follow-up evaluation will be in this form as well.)

It will be noted that in Part A there is general satisfaction with the format and nature of the program. Items 6, 10, and 14 indicate a desire for more academic structure in certain areas, particularly that of formal course work. It is recognized that indeed this might be deemed a weakness in the project as a whole and reasons for it are enumerated elsewhere in the report. This evaluation should be seen, however, in the context of individual differences of personality and work habits as well as the difficulties of scheduling alluded to above. In addition, these results should be seen in relation to the high level of importance ascribed to informal experiences and travel by the participants (see Items 3 and 6, Part II).

What follows is a master sheet of responses to the first part of the summative evaluation.

PART A.

How often during the course of the project did you do the following things? (Check the appropriate space before each of the activities listed below.)

Very often	Quite a bit	Occasionally	Never		
8	4	2	0	1.	Took detailed notes in class or on reading assignments.
1	7	5	1	2.	Memorized facts, vocabulary, and terminology.
2	6	5	1	3.	Attempted to explain the material to a colleague.
5	8	1	0	4.	Thought about application of the material to other situations.
11	2	1	0	5.	Attempted to relate the material to ideas and experiences of my own.
8	3	3	0	6.	Looked for some basic structure or organization in the material.
0	2	10	2	7.	Postponed doing work related to the course.
3	6	4	1	8.	Voluntarily did work which was not required.
0	0	5	7	9.	Felt overburdened with work and responsibilities.
4	5	5	0	10.	Felt that increased concentration on a subject would have been helpful.
0	2	9	3	11.	Felt that material was irrelevant to my concerns.
1	5	8	0	12.	Sought out the instructor for additional information or discussion.
0	1	1	12	13.	Felt inhibited by the discipline of the course work.
2	6	3	3	14.	Felt the need for more structured assignments and focus.

Part B of the summative evaluation enables each participant to give, in narrative form, his or her impressions of the entire project. The utilization of this form of evaluation takes into consideration the complexities of culture shock normally encountered on foreign projects as well as the intricacies of intergroup relations. Both factors are necessarily a part of participation in, and evaluation of, such a project.

According to the narrative evaluation the project can be considered a success. The frustrations created by the lack of organization demonstrated by certain in-country agencies were dealt with easily by most participants. Perhaps the most significant weakness of the project, as revealed by the evaluations, lay in this area and was due to the failure of the responsible institution to provide sufficient academic direction and organization of course work. It should be added that educational tours were well coordinated.

The summary of responses which follows, however, demonstrates the overall success of the project and the enthusiasm and appreciation of its participants.

Part B.

1. WHAT DO YOU CONSIDER TO HAVE BEEN THE STRONGEST AND WEAKEST ELEMENTS OF THE PROJECT?

The strongest elements of the project were considered to be the balance between informal and formal educational experiences and the opportunity to interact with Mexican families and individuals. This exposure, referred to by virtually all participants in terms of cultural contact and understanding, was the most significant strength noted.

The weakest elements were considered to be the lack of academic organization and preparation by the agency responsible for the project in Mexico. This was expressed with reference to course work and lectures and usually qualified with exceptions. It was also felt by two participants that language ability in Spanish should have been a prerequisite for participation in the project.

2. DID THE PROJECT MEET THE EXPECTATIONS YOU HAD WHEN YOU ENROLLED? IF NOT, PLEASE EXPLAIN THE DIFFERENCES.

Responses to this item where nearly unanimously positive; in some cases expectations were exceeded. Negative responses cited the academic planning referred to above and the desire for more in-depth study in certain subject areas. One participant expressed disappointment that language immersion was not a part of the project.

3. HOW WOULD YOU RATE THE PROJECT ON THE FOLLOWING CONTINUUM?

	1	2	3	4	5	6	7	8	9	10	
Very technical					1	1		4	5	2	Very humanistic

4. COMMENT ON YOUR SATISFACTION CONCERNING WHERE YOU PLACED THIS PROJECT ON THE ABOVE CONTINUUM.

The scale indicates that most participants felt the project was essentially humanistic. General satisfaction with this emphasis was expressed with the exceptions that one participant felt more structure was needed and two wished for more focus in specific subject areas.

5. HAVE YOUR PROFESSIONAL PLANS OR EXPECTATIONS CHANGED OR BEEN MODIFIED AS A RESULT OF YOUR EXPERIENCES? PLEASE COMMENT.

Answers to this item reflect the high level of success which the project can claim. Participants, almost without exception, voiced a new or stronger commitment to Mexican studies. One participant said that she intends to pursue an additional degree in the area and several others indicated that their experiences would enable them to develop curriculum materials for their courses and colleges. Several participants said that they would return to Mexico to further upgrade their capabilities and almost all felt that both personally and professionally they would be able to make a more significant contribution to their various subject areas.

6. PLEASE COMMENT AS TO YOUR OVERALL EVALUATION OF YOUR EXPERIENCES AND THE PROJECT.

Answers to this item were extremely positive. Most participants felt that the project was invaluable to them as far as understanding Mexican culture and enabled them to grow personally and professionally. Several recommended that similar projects be conducted and funded in the future and pointed to their own experiences as recommendations for such funding.

Three participants expressed disappointment in the nature of the academic focus in certain subject areas and two reaffirmed their feeling that fluency in Spanish should be required of all who take part.

Generally then, the evaluations indicate a strong feeling of accomplishment on the part of members of the group. It should be added that during the one month of workshops conducted after the group's return to the United States, each member of the group demonstrated that this feeling was in fact justified. The product of the workshops makes up the appendix of this report.

Results

We feel that the success of our relatively unstructured, self-motivated format is demonstrated by the calibre of the appended teaching modules. Little comment is necessary. The modules speak for themselves. They are first-rate productions, the work of accomplished professionals. Nevertheless, some explanation is required regarding their coordination as a "cultural package" for utilization, in whole or part, by community colleges with Latin American and Chicano studies programs.

The first two units in the appendix were prepared by UCLA Latin American Center employees, Ms. Carol Starcevic, Assistant to the Director and a graduate student in the School of Education, and Ms. Allyn Sindorbrand, Research Assistant in the Center's curriculum development project and a graduate student in the Latin American studies program. Their assignments consisted of finding ways and means to integrate teaching modules into an overall plan which would facilitate information retrieval and dissemination. Ms. Starcevic was responsible for keeping track of the development of individual teaching modules in order to help with coordination. She also was the liaison between Project Mexico and the Educational Resources Information Center (ERIC), Clearinghouse

for Junior Colleges at UCLA. Due to her efforts modules were prepared according to ERIC guidelines. This will greatly facilitate dissemination.

Ms. Sinderbrand was responsible for adapting the socio-cultural framework depicted in Figure 1 to the teaching materials generated by Project Mexico. She rendered the model more dynamic by expanding it to include a traditional/transitional/modern continuum. This makes it possible to pinpoint individual courses and demonstrate how they relate to the other modules in the program. It also reveals orientations and disciplines that can be encompassed by future projects.

The remaining thirteen units in the appendix consist of the teaching modules themselves. Nine deal with Mexican topics, but two of these (Spanish I--Introduction to the Language and Culture of Mexico and English Writing Lab) are language courses that overlap to a degree with the remaining four modules, which deal specifically with Chicano Studies. Of the four Chicano studies courses two (Enriching Self-Concept Through Bicultural Approaches--Group Counseling for Chicanas and Counseling and Guidance--Personal Development for Chicanos, Effective Learning for Chicanos) address themselves to the important issue of helping Chicano students adapt to a college environment. A third Chicano course (Mexico and California: 1900-1920) deals with a vital historical period in the Chicano experience while the fourth module (Socio-Politico Development of the Chicano and His Role within Latin American Society) places the Chicano in the larger perspective of Latin America, an approach that is generally neglected in current Chicano studies programs.

Among the modules dealing with Mexico the humanities are well represented (Literature of and about Mexico, Modern Mexican Painting, Aspects of Mexican Music). On the borderline between the humanities and social sciences, are two courses on Mexican religion, past and present (Pre-Columbian Maya Myths and Religious Syncretism in Mexico). Of the two remaining courses one (The Mexican Revolution of 1910) covers one of the major social movements of the twentieth century while the other (Mexican Identity) focuses on a matter of vital importance in understanding both Mexican and Chicano culture.

Regarding dissemination of our final product, in addition to ERIC/ distribution, this report will be sent to the fifteen participants in Project Mexico. Additional copies will be kept in the files of the UCLA Latin American Center and at the headquarters of the League for Innovation in the Community College. Dr. Frederick Kintzer of the UCLA School of Education intends to assign this report as reading for his seminar 261D--The Community College: International Developments. Also in his capacity as Director of the UCLA Community College Leadership Program (serving Southern California, Arizona, Nevada, and Hawaii) he will bring Project Mexico to the attention of the executive officers of numerous western community colleges.

Future Plans

Two instructors from Bakersfield Community College participated in Project Mexico. Growing out of this association, the UCLA Latin American Center is currently collaborating on three proposals recently submitted by

Dr. Jesus G. Nieto, Director of the Chicano Cultural Center, Bakersfield College. We have offered to serve as guest lecturers for their Humanities--Interdisciplinary Chicano Studies Project submitted to the National Endowment for the Humanities as well as for the orientation on their International Bilingual Bicultural Project in Mexico and Peru submitted to the Fulbright-Hays Training Grants--Group Projects Abroad. Also collaboration on an anthology and state-wide conference on Chicano studies is envisioned as part of their projected Intercultural Program in Chicano Studies submitted as a Title IX: Ethnic Heritage Program. On international education, the Center plans to pioneer a pilot community college program to be instituted in Venezuela in cooperation with the Ministry of Education. Finally, Dr. Sharon, Program Coordinator for Project Mexico, will be conducting anthropological research in Peru until fall 1978. He plans to take advantage of his presence in that country to lay the groundwork for Project Peru, which is tentatively scheduled for summer 1978.

APPENDIX

PROJECT MEXICO: COORDINATION AND DISSEMINATION

Carol Starcevic, UCLA Latin American Center

Fifteen individual course units on Latin American Studies will be produced for community college classroom use as a result of Project Mexico. The UCLA Latin American Center has received enthusiastic support and cooperation from the on-campus Educational Resources Information Center (ERIC)--one of sixteen such clearinghouses around the country for junior college materials, ERIC is sponsored by the National Institute of Education. Meetings were held with ERIC director, Professor Arthur M. Cohen and this author, a Latin American Center administrator for Project Mexico, to discuss the feasibility of submitting the Project Mexico units on microfiche for cataloging and for publication in ERIC's monthly journal, "Resources in Education." This journal is received by libraries and colleges across the United States thereby affording considerable exposure and accessibility to Project Mexico course units and the respective colleges and teachers represented therein. At present ERIC's international holdings are not extensive, consisting mainly of information on Canada and Puerto Rico; the Latin American Studies modules submitted from Project Mexico would therefore help in expanding the clearinghouse's cross-cultural collection.

During the six-week stay in Mexico, teachers were interviewed and consulted on a periodic basis by the author. Individual, one-to-one discussions were held to review progress on teachers' respective course units: what help was needed in gaining access to local officials and institutions; what goals were feasible within given logistic and time constraints and similar problems. Every effort was made to facilitate teachers conducting their own research and investigations for course modules. Spanish-English translation was provided when needed. Weekly group sessions were held so that teachers could discuss their projects, benefit from multidisciplinary feedback from their peers, and keep abreast of developments in other projects. Ample opportunity was provided to visit libraries, schedule appointments and observe various educational settings as vehicles for conceptualizing course units. The group also attended classes three times a week. These lectures were given by experts on a variety of subjects such as anthropology, economics, history, political science and psychology. A monetary allowance was made available so that each teacher could purchase books in Mexico on material germane to his or her field of study; many of these, such as publications on art, are not readily found in the United States.

Once back in Southern California, four all-day workshops were held during the month of October to provide an open forum for discussion and general appraisal of the Project. All modules, many of them multimedia in nature, were presented as finished products to the group for evaluation. Again, the author herself a doctoral student in international education, was able to meet with participants to review final drafts and familiarize each teacher with the necessary procedures for operationalizing their modules within the ERIC system. Along with these discussions, participants received specific and detailed information on ERIC requirements by mail (see enclosed).

Course units were written according to various guidelines suggested by ERIC for expedient processing. The units were to be prepared in as much detail as possible, including course outline or description in narrative form; learning objectives; description of any multimedia packages to be used in class; examples of tests, exercises, exams; number of classroom hours and any new materials developed by the teacher for the course. Units were also geared for adaptability, facilitating their application and transference to other classrooms for community college teachers elsewhere in the U.S. One participant, Allyn Sinderbrand, devised a curriculum model or matrix (see next unit), which is structured to incorporate the thirteen Project Mexico course units based on a social science/humanities framework. The model is designed to assist community college instructors in choosing a course of study most appropriate to subject matter they wish to teach.

It is hoped that this cooperative and mutually beneficial arrangement between the UCLA Latin American Center and the ERIC clearinghouse at UCLA can be maintained for future projects such as the one in Mexico.

And, in point of fact, two such ventures are currently being considered for development. Dr. Douglas Sharon, who directed Project Mexico in the summer of 1976, will be in Peru through 1978. The Latin American Center is hopeful that, with careful coordination, Project Peru can be scheduled for the summer of 1978. Dr. Sharon, already then in the field, would be able to again assume directorship of the Project once the participating teachers arrive from the United States. One major advantage the Peruvian effort would have over Project Mexico is the assurance of extensive and thorough planning accomplished by Dr. Sharon prior to the study tour's inception in Peru coordinated together with the necessary administrative details in California by this author. Project Peru would be based on a format similar to that used in Mexico, allowing for changes arising in logistics, curriculum and culture. It is hoped that other projects in Latin America similar to those in Mexico and Peru can be designed in the future.

A second opportunity for Latin American Center involvement with community college activity comes from Venezuela. The Center has been directly contacted by the La Salle Foundation, a research organization for the natural sciences with headquarters in Caracas, for assistance with curriculum development. The Foundation would be establishing three new institutions at the equivalent of our junior college level, all requiring help in curricula design in three areas respectively: sea, land, and industry. The Latin American Center's personal contacts in Venezuela are excellent including extremely cordial relations with the office of the President and other administrative officials which would greatly facilitate collaboration and communication. This enterprise would require extensive research on the Center's part, locating existing courses with these foci in local community colleges. Those courses not already extant would have to be designed and developed by appropriate faculty for offering in Venezuela. The Center director, together with this author and other Center personnel would be committed, on a long-range basis, to accomplishing this task.

All three curriculum development projects, described above (Mexico, Peru, Venezuela), have been or would be packaged for dissemination by the ERIC clearinghouse in its monthly index, "Resources in Education." These projects could also conceivably be incorporated into the curriculum model previously mentioned. In addition, the Latin American Center would keep complete files on each course unit submitted by participants who, in turn, will also receive a copy of all units produced by teachers on the Project.

Further arrangements for dissemination of course units produced in the future through other community college endeavors have been made. The Westwood office of the League for Innovation in the Community College has expressed strong interest in maintaining close ties with the Center and will be kept up to date on project files and developments. Executive Director Dr. B. Lamar Johnson has met on a continuing basis with representatives of the Center for this purpose. The League, founded in 1968, is a national organization of junior college districts which aims, through cooperative work, to encourage and evaluate innovation and experimentation designed to improve varied aspects of college operation. Work of the League includes an emphasis on curriculum development, the improvement of instruction and the strengthening of student personnel services. The League's evaluation of Project Mexico has been extremely favorable and encouraging for other projects of this nature.

The UCLA Graduate School of Education's Deans Advisory Committee for the Latin American Center, chaired by Professor Charlotte Crabtree, will also act as a disseminating agent for the Center's education-related activities. Meetings with Center representatives are held twice each academic quarter; committee members are faculty of the Graduate School of Education, appointed by the Dean, who are active in Latin American research and teaching.

Dr. Frederick Kintzer, a member of the Dean's Advisory Committee, is also Director of the UCLA Community College Leadership Program. This organization has also expressed a wish to collaborate with and be informed of Center pursuits in the community college field. The Leadership Program's Advisory Board, consisting of college presidents, chancellors and superintendents has voiced especial interest in the Latin American Center's involvement in Venezuela.

By virtue of her current position as Assistant to the Director of the Latin American Center, and student status in the Graduate School of Education's doctoral program, this author will maintain an active interest and participation in Center activities concerning community colleges, Latin American area studies and higher education administration in general. Through projects such as that conducted in Mexico this summer, valuable precedents in experience and operation have been set by which subsequent efforts can only profit. The community college field is an important one of increasing concern and involvement for the Latin American Center. We are most optimistic that, with the many emerging opportunities in Latin American Studies at this level, cooperative efforts with community colleges can develop as a productive component of Latin American activity.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO — SANTA BARBARA • SANTA CRUZ

Latin American Center
LOS ANGELES, CALIFORNIA 90024

October 23, 1976

TO: "Project Mexico" Participants

FROM: Carol Starcevic, Assistant to the Director
UCLA Latin American Center

SUBJECT: ERIC Guidelines for course units

The following is a set of suggested guidelines for submitting course unit outlines and materials to ERIC, (see blue pamphlet attached). ERIC synthesizes information received into abstract form for publishing in its monthly index of bibliographic listings based on a computer retrieval system. This monthly index is sent out to colleges and libraries around the country.

1. All units should be as detailed as possible. (50% of all material received by ERIC is rejected due to poorly written copy.) If possible, include the following:
-course outline in narrative form or description of your unit
-learning objectives
-description of any multimedia packages used in your course, (DO NOT include actual slides, records etc.)
-examples of tests, exercises, exams used in your course
-number of classroom hours
-description of any new materials you developed for the course
-any other information you deem useful

2. All units should be adaptable. A community college teacher in Delaware, for example, should be able to adapt your unit to his/her course just by reading it.

3. All units should be in clear, clean copy suitable for reproduction. A xerox is acceptable; the original is better. All ERIC material goes on microfiche so all copy received must be "film-able." Use opaque paper, not onionskin.

4. All units must have identical title pages; plese model yours after the example attached.

attached: ERIC pamphlet
example of title page

UCLA LATIN AMERICAN CENTER CURRICULUM DEVELOPMENT PROJECT

THEORETICAL MODEL FOR CURRICULUM DEVELOPMENT

Allyn Sindertrand, UCLA Latin American Center

The conceptual model for the study of culture is begun by operationally defining culture as a composition of three general systems: values, socio-economics, and industry and technology. These are seen as interdependent systems, which interrelate to create the dynamics of society. Each system can also be divided into corresponding subsystems, to facilitate further study.

As the culture of Latin American society is the target of this study, the next step in the construction of the model is to categorize the society under investigation, in order to facilitate a region-wide analysis. Such a categorization has been created and employed by Max Weber, who conceptualized societies in terms of three ideal types: traditional, transitional, and modern. These societal categories are well-suited to the study of Latin America. Using the Weberian taxonomy to focus on the relationships between the three societal levels and the three cultural systems provides the basis for studying not only the traits of particular populations, but also the dynamic trends and social developments characteristic to Latin America. See FIGURE I.

Introducing academic disciplines to this basic theoretical framework transforms the model into a practical one for actual curriculum development. The eight humanities and social science fields which together would provide the most complete overview of Latin American culture have been integrated into the model: Anthropology, Economics, Fine Arts, Geography, History, Literature, Political Science, and Sociology.* According to the traditional course contents of these disciplines, each field has been categorized here according to its suitability for transmission of the cultural concepts of each level of society. See FIGURE II. For example, the model shows that the fields of Anthropology, History, and Fine Arts are best suited to describing Values of Traditional Society; Anthropology, Economics, Geography, History, and Political Science most successfully describe Industry and Technology of Modern Society.

Project Mexico

Each of the thirteen courses developed by Project Mexico can be placed within the curriculum model, demonstrating the success with which these courses can transmit the major trends and developments that characterize Mexican culture.

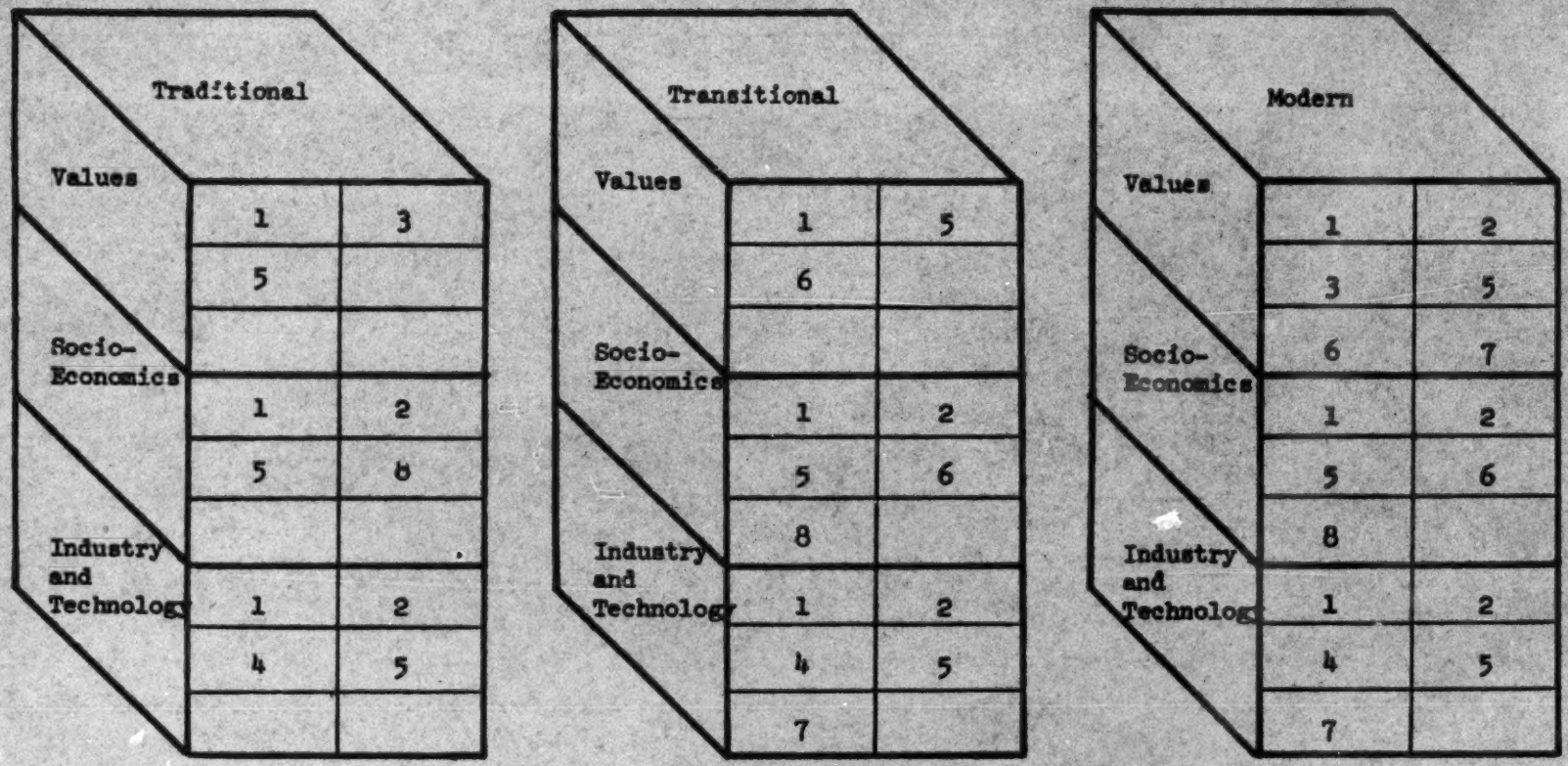
---

*These are also the eight core subject areas of the UCLA Latin American Studies B.A. and M.A. Degree Programs.

CULTURE

SOCIETY	Values	Socio-Economics	Industry and Technology
Modern			
Transitional			
Traditional			

FIGURE I



1 - Anthropology
2 - Economics
3 - Fine Arts
4 - Geography
5 - History
6 - Literature
7 - Political Science
8 - Sociology

FIGURE II

In addition to the nine courses dealing with Mexican topics, four courses were designed specifically for Chicano Studies. The Chicano Studies material also conforms to the curriculum model, because Chicano culture not only reflects geographical transitions between Mexico and the United States, but also processes of cultural transition between the two countries, and between traditional and modern societal levels.

For the purpose of integration into the curriculum model, Chicano Studies courses have been separated from Mexico courses, because the processes of change for Chicanos and Mexicans are distinctly different.

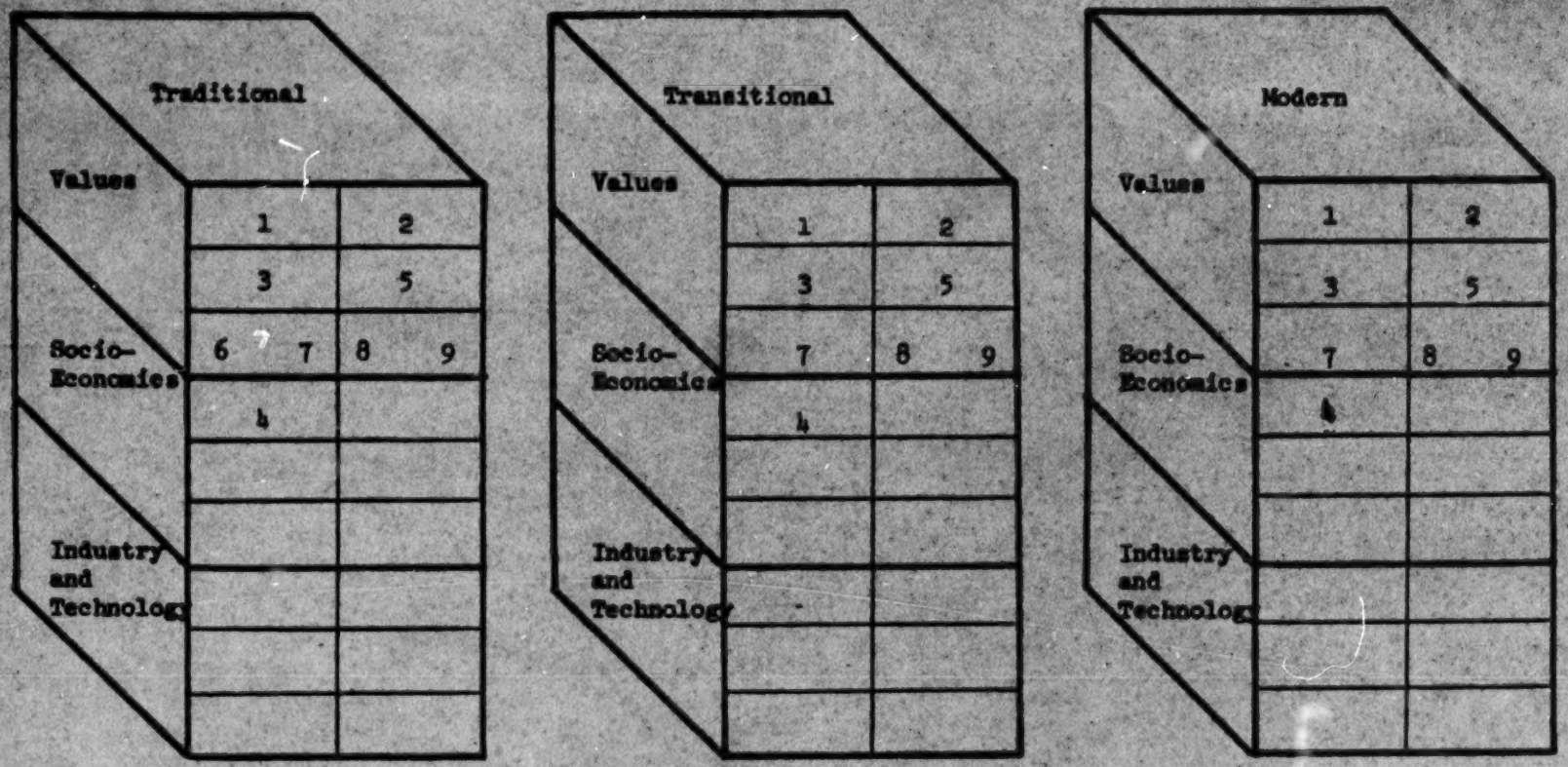
Replacing the general academic disciplines in Figure II, each Project Mexico course has been introduced, according to its suitability for transmitting the cultural systems of the three levels of society. Each course except Pre-Columbian Mayan Myths relates to the processes of change at all three societal levels--traditional, transitional, and modern--although the focus of course content is on one or two levels. See Figures III and IV.

These two models should assist junior college instructors in selecting the course of study from among the thirteen presented by Project Mexico that is best suited to the cultural topic they wish to teach in their classrooms.

Conclusions

It can be seen from Figures III and IV that the courses developed by Project Mexico are not equally divided among all three cultural systems. Project participants did not include economists, geographers, political scientists, or sociologists. This imbalance indicates that future projects should select participants who specialize in all eight of the general humanities and social science fields.

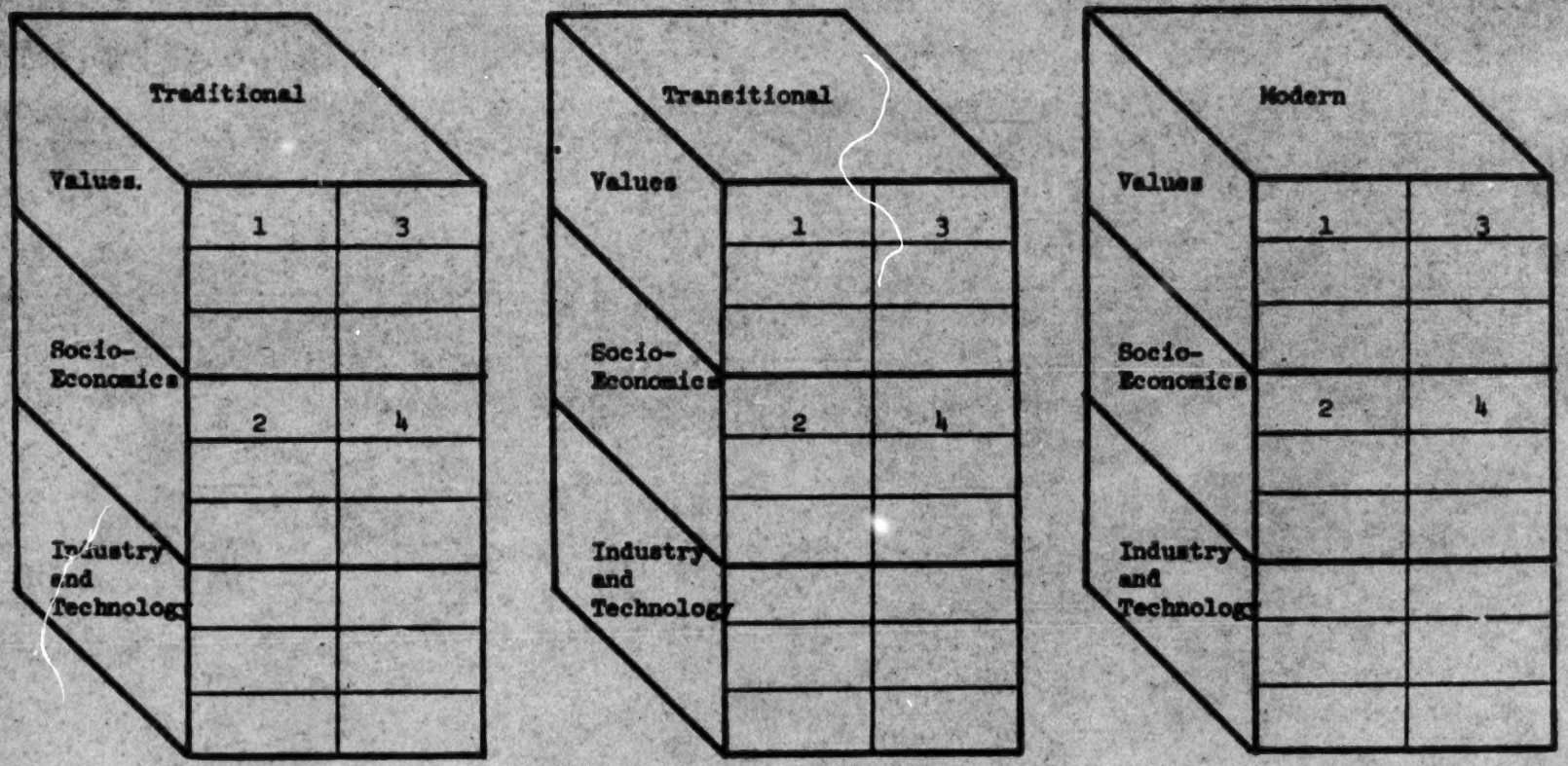
Despite its weaknesses, Project Mexico has taken steady first steps towards the development of an interdisciplinary Latin American Studies curriculum to be taught at the junior college level. The Project's successes, as well as its limitations, accentuate the need for continued curriculum development programs of this type.



1 - Literature of and about Mexico
2 - Mexican Identification
3 - Mexican Music
4 - The Mexican Revolution of 1910
5 - Modern Mexican Painting
6 - Pre-Columbian Mayan Myths
7 - Religious Syncretism in Mexico
8 - Spanish Language and Culture
9 - Writing Lab--Mexican Contrasts

FIGURE III

MEXICO COURSES



1 - Group Counseling for Chicanas

2 - Mexico and California: 1900-1920

3 - Personal Development for Chicanos

4 - Socio-Political Development of the Chicano and his role within Latin American Society

UNIVERSITY OF CALIF.
LOS ANGELES
MAR 25 1977
CLEARINGHOUSE FOR
JUNIOR COLLEGES

FIGURE IV

CHICANO STUDIES